

The thursday report



Theatre professor Ralph Allison in his one-man mime and clown show *Dreams and Desires*, to be staged at the D.B. Clarke Theatre September 14 and 15 at 8 p.m. If you missed Allison in his show at Concordia in March, don't miss this opportunity to see a consummate clownster at work. Tickets, at \$3 (\$2 for students and senior citizens) are available from the Information Desk in the Hall Building and from the theatre box office. Call 879-2852 or 879-4341 for more information.

Contract non-renewal sparks protest

By Beverley Smith

Barely three weeks after being named co-ordinator of the women's studies program, Sheila McDonough, vice-principal of the Simone de Beauvoir Institute, has found herself in the centre of a controversy that may lead not only to a boycotting by students of women's studies courses but to a possible withdrawal of women members from the Institute.

The dispute was sparked by Ms. McDonough's decision not to renew the contract of Greta Nemiroff, one of the institutors of the introductory women's studies course. The decision also affects five other part-time instructors.

As a result, a protest movement by students and faculty has been building, pressuring for Ms. Nemiroff's reinstatement or some means of restitution.

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By Mark Gerson

Nine thousand Vietnamese came to Canada at the end of the war in 1975, but Dong Ngoc Tran wasn't among them. He chose to stick it out, hoping the situation in his country would improve.

In June, he became one of the 6,000 "boat people" refugees Canada has accepted this year.

"I had to leave in order to stay free. I had a choice of leaving in 1975, but I chose to stay because I love my country. I haven't read your Canadian papers, but it is a very bad situation. We *have* to leave."

The 20-year-old youth was speaking to the hundred people crammed into the basement of Belmore House, the Loyola Campus Ministry, two weeks ago.

His audience - secretaries, top administrators, faculty, students - had come because they wanted to help the

boat people, and because they wanted to hear what Tran, Vinh Dien Trinh, secretary-general of the Vietnamese Association of Montreal, and five other recent refugees had to say about the plight of their people.

The meeting was the result of a decision by the campus ministry to try to do something for these people.

"I began getting inquiries in June about the boat people", says Loyola chaplain Father Bob Gaudet, one of the coordinators of the project, "and it struck me personally that they were a needy group."

"Feelers" were sent out through a letter to all full-time faculty staff in July. The 160 responses indicating more than \$14,000 worth of support convinced Gaudet that the university community should attempt to sponsor a Vietnamese family.

The application will be sent off to the appropriate immigration department (either Quebec or Canada) within the next few weeks, and, according to Gaudet, the family should be here by Christmas.

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Boatpeople welcomed

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During registration, supporters of Ms. Nemiroff were handing out flyers explaining their position. Letters and a petition have also been coming in to the offices of women's studies co-ordinator Sheila McDonough and Provost Bob Wall registering shock and disapproval that Ms. Nemiroff an innovator in the educational field, "admired and respected by so many students," should be dismissed "on such short notice," after teaching the course for nine years. It is Provost Wall who appoints the women's studies co-ordinator.

Many women who had already registered in women's studies courses have already withdrawn from the program. Others are threatening to do so or are enjoining their friends to do likewise.

The atmosphere of friendship and trust, which has been built up through the women's studies courses and at the Simone de Beauvoir Institute has been badly shaken, says a student.

"It's a tragic end to a highly successful year," says one of the women faculty members.

Ms. McDonough herself is aware of the highly charged emotional atmosphere. She has been receiving a number of telephone calls protesting her decision. She is, however, standing by the decision, which, she says, was made for mainly budgetary reasons.

Three days after becoming co-ordinator of women's studies, August 14, Ms. McDonough informed Ms. Nemiroff and the other part-time instructors involved that because of the Provost's recommendation that "part-time contracts should not be automatically renewed," their services were being dispensed with for the coming fall term. It was Ms. McDonough's intention, the letter stated, that "full-time faculty should have the major responsibility for courses," thus leading to Ms. McDonough's decision not to use part-time teaching staff. The person chosen to replace Ms. Nemiroff, Rose Tekel, is fractional.

The letters issued by Ms. McDonough three weeks before classes were to resume, came as a complete surprise to Ms. Nemiroff and the five other instructors who were planning to teach with her.

They had reached a verbal agreement with the previous women's studies co-ordinator, Christine Allen, that their contracts were assured, contingent on enrolment. Since the course had traditionally been overregistered, "we had no reason to believe we would not be teaching in the fall, and had spent the summer preparing course outlines and reading lists expending considerable expense and energy to prepare for the fall term."

Besides the budgetary reasons given

for the decision not to renew the part-time contracts, Sheila McDonough stated that it was "normal procedure" in the Arts and Science faculty to change the personnel and content of introductory courses from time to time.

Ms. Nemiroff was extremely sceptical that this was the real reason for her dismissal. The content, she said, of the course changed from year to year. Employing various "conference leaders" to lead discussion groups ensured a variety of content and approach. Besides, she said, since her new co-teachers, Monika Langer and Pat Armstrong, came from entirely different backgrounds than Christine Allen, this would have ensured a vastly different approach.

Ms. Nemiroff added that Ms. McDonough had never asked her anything about the course's content, nor had she asked to see any reading lists for the course.

"The interdisciplinary approach and team teaching had never been seriously challenged by anyone in women's studies," she says. "It is this approach which made the course so successful."

Ms. McDonough, however, replied that "in light of the need for budgetary cutbacks, team teaching—'paying two people to do what one person normally does'—was simply not feasible."

Ex-coordinator of the women's studies course, Christine Allen, expressed shock and indignation at McDonough's decision not to rehire Ms. Nemiroff.

"I'm stunned," she says, "that this kind of decision would have been taken without any prior consultation by the women's studies faculty. Greta has done an outstanding job. She's a dynamic and powerful teacher. There are no grounds that I can see for dismissing her."

Ms. Allen also expressed fears that, with only one person teaching the course on each campus its interdisciplinary nature could not be ensured. This was what made the women's studies course unique, she says. This feeling is shared by students Elizabeth Bolton and Ruth Roseman who took the course with Ms. Nemiroff and first brought the dispute to the attention of *The Thursday Report*.

Greta Nemiroff is convinced that because of her popularity with students and the influential role she has played in the Simone de Beauvoir Institute, as editor of its newsletter and a member of the priorities committee charged with evaluating the Institute, the dismissal is nothing short of a "personal vendetta" against her.

At the present time she is considering the possibility of legal action, as are some of the women instructors who had been counting on em-



Vinh Dien Trinh (secretary-general of the Vietnamese Association of Montreal), Dong Ngoc Tran and Bob Gaudet at the Belmore House meeting.

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Various committees have been formed to take charge of the well-being of the family. Aside from the "core" coordinating group of 15, which includes the five legal sponsors, there are finance, housing, health, education, job, clothing and welcoming committees in the process of formation.

"We'll start with one family", says Gaudet, "and if it goes well, we'll go for another family and build new committees. This could conceivably go on endlessly."

The campus ministry is looking for contributions of time or money from the university.

"Anyone who has the time, can see themselves relating to a new family and is willing to make a year-long commitment, should call us", says Gaudet.

"But I do think people should give some money. I don't care how much. Everyone can afford \$10.

"I want to stress the nature of the commitment. It's really like signing a lease. You're responsible for it, and you don't back off. It's a one-year commitment."

The Vietnamese who have already arrived have proven to be very enterprising, and it's unlikely that any new refugees will need a full year's support (although one year is the legal commitment for support).

According to Gaudet, nearly everyone has a job within their first four months here, and at the end of the year, there is zero unemployment among the Vietnamese refugees.

"Tran came over in June", says Gaudet, "and after one month he had a job."

"We'll work at anything", Tran is reported to have said. "It's a matter of staying alive."

(If you want to help with the boat people in any capacity, call Belmore House at 484-4095.)

In Memoriam

Dr. J.W. Bridges

The university is saddened to announce the passing away of James Wilfred Bridges, professor emeritus of psychology, on Saturday at the age of 93.

Dr. Bridges was chairman of Sir George Williams' psychology department from 1941 until he retired in 1963. He is remembered as being extraordinarily sympathetic to students.

Born in Prince Edward Island, he was a McGill graduate and obtained

his Ph.D. from Harvard University.

In 1911, he became a psychological intern at the Psychopathic Hospital in Boston, the first such appointment in America. After a rich career of teaching in various universities, he joined the SGWU faculty in 1940.

Dr. Bridges, the author of five books and numerous scientific papers, was the first Canadian-born psychologist to publish a book in the field.

He is survived by his wife, Ann Munn.

ployment with the university for their livelihood.

"Unfortunately," said one faculty member interviewed, "this is an example of women being shafted by

women. It just feeds the prejudices of some people around who say that this is what happens when you get a group of women together."



Marvin Butovsky

No exit for Soviet refuseniks

By Mark Gerson

"Each person has his norm, his quota of fear, just as each person can sleep only so many hours, then wakes up. I have had my quota of fear. I have used it all up."

-Jewish dissident Vladimir Solovyov (*The Montreal Star*)

The dissidents and "refuseniks" that Vladimir Solovyov left behind in 1977 when he was granted an exit visa, have also used up their quota of fear.

That's what Concordia English professor Marvin Butovsky discovered when he and his wife visited many of them during a recent trip to the Soviet Union.

"They are," said Butovsky in a recent *TTR* interview, "remarkably fearless in the face of this enormous power against them."

Who are these so-called refuseniks, these Jews who are trying to leave the Soviet Union? Why do they want to leave? What is this "power" being used against them?

The answers to these questions, explains Butovsky, lie in what it's like being a Jew in the Soviet Union.

Whether they want to be known as such or not, whether they are practising and observant or not, Jews are designated, not as Russians, Ukrainians or Georgians on their passports, but as Jews.

"No matter what autonomous region they live in, their designation is Jewish," says Butovsky.

At the same time, Hebrew and Yiddish schools are prohibited; Jews aren't "selected" to enter the major universities at Moscow, Leningrad and Kiev and often, says Butovsky, they have to have "their education in Siberia or in other places that are thousands of miles distant from their homes." Moreover, the works of

Moreover, the works of foreign Jewish writers are not permitted to enter the country and the only Soviet

Jewish writers published are the are the "alrightniks", those whose works subscribe fully to the government view;" and their is a constant barrage of propaganda denouncing Zionism and Israel "as an Imperialist fascist country."

"As Jews, they find themselves denied the opportunities that accrue to other Soviet citizens and clearly this has embedded in them a desire to leave, to get out."

Although it is now "easier" for Jews than for any other national or religious group to emigrate, the period between application and receipt of an exit visa can range from months to years and is a time filled with official harassment and economic disability.

"When Jews apply for exit visas, the usual experience has been that they're dismissed from their employment because they now have decided to leave the country, and are often seen as traitors to the homeland."

"In the Soviet Union, this becomes a very serious problem. Unlike the North American or European experience where it's merely a matter of unemployment, Soviet law requires that a person be gainfully employed. Being unemployed, he falls into a condition of 'economic parasitism'."

"We met a number of families whose fathers were spending time in Siberia because they had been

Cont. pg. 6

Rector named to Board

Concordia's Rector John W. O'Brien has been appointed a member of the advisory committee for the city's new economic development group.

The new group, called CIDEM, has been mandated to promote the economic development of Montreal at losing the initiative in favor of Toronto and Western Canada.

CIDEM is the acronym for "Commission d'initiative et de

Phone situation jangles nerves

If you've been trying to get someone on the telephone at the university and haven't had much luck, don't blame it on the receptionist!

Not everyone is hooked up to a telephone due to an extraordinary set of circumstances. The month-old Bell Telephone technicians strike occurred during the largest internal move in the university's history. Further complicating matters is the fact that all this happened at registration, traditionally the university's busiest time of year.

"The situation is under control, but still very messy," says University Auditor Claude Dallaire, the man responsible for the telephone system.

Possibly the best example of the messy situation was in the French Department where there were phones but no one knew the numbers.

All departments have phone service, and many which have been relocated have to pool their numbers temporarily under one central one.

Mr. Dallaire and Telephone Manager Francis Weller say they are pleased at the cooperation of faculty and staff members at this difficult time.

Instant relief is not necessarily just around the corner.

Although a settlement seems imminent in the Bell Canada technicians' strike, there is an impressive backlog of work both in the Bell system and at Concordia itself. It may take a month before the backlog can be cleared up.

Fortunately, Mrs. Weller thinks that it might not be this bad since Concordia and its 3000 telephones have been a high priority for Bell. Evidence of this was apparent during the strike when some work was done on various projects.

She suggest that people who have trouble reaching someone should contact the university operators who are aware of all the changes and new numbers. MS

développement économique de Montréal."

Dr. O'Brien has been appointed to the advisory committee on cinema, which is one of six separate commissions with specific assignments in transportation, housing, tourism, etc.

Over 90 Montrealers, prominent in education, business, the professions and labor, have been chosen to sit on these committees.



ATA GLANCE

Eleven Rhodes Scholarships are now open for Canadian students and will be awarded in November of which two are allotted to Quebec. Application deadline is October 25. Further information and application forms may be obtained from R.P. Duder, room 225-1, Bishop Court, (879-4136) on Tuesdays, Thursdays and Fridays.....The Jewish Chautauqua Society has again endowed a "resident lectureship, accredited courses in Judaica" at Concordia. The lectureship will be held by Rabbi Bernard Bloomstone of Temple Emanuel-El who will be teaching at Loyola.....Carol Bell, André Brûle and Robert Lennen of Purchasing are now located on the Loyola campus, room AD-307; and Catherine Dallaire has moved to the Norris Building, room N-036.....Jane Hackett of the Loyola Dean of Students Office and Nancy Allison, wife of theatre prof Ralph Allison, will appear in Phoenix Theatre's 1927, opening October 3 at the de Maisonneuve playhouse. It will follow *The Owl and the Pussycat*.....On Thursday, Sept. 13, the Faculty Club will honor Cissie Beattie, who retired last June, at a special reception in the club between 5-7 p.m.....Those of you who have been using the university address for your vehicles instead of your private residence, be warned that you are committing a very serious offence under Section 64 of the Highway Code and are liable to substantial penalties.....The evenings of Sept. 13-14 will be Open House at the SGW Faculty and Staff Club with drinks at T.G.I.F. prices.....The Association of Commonwealth Universities wishes to inform the faculty that grants for travel to Australia, Britain or Hong Kong are now available under CUIS. If interested, contact Audrey Williams, the research officer.....

...At A Glance invites news and anecdotes. If you've been promoted, given an address, been honoured in some way or have an amusing anecdote, share it with the university community. Sent it to the *TTR*, B.C. 214...

University response to

In June the University submitted to government its response to the Green Paper on Scientific Research issued in March by Cultural Development Minister Camille Laurin.

The 222-page document, meant to serve as a basis for public discussion leading to the eventual creation of government policy in the area, suggests that a department of state for research and technology might eventually be set up.

It also proposes the creation of a government body to co-ordinate research efforts by government, industry and the universities and an interdepartmental committee to co-ordinate government research.

The Green Paper proposes that the new research and technology minister be advised by a consultative committee of non-government people.

The complete text of the Concordia brief appears below.

1. Introduction

The Québec-wide review of research policy has provided Concordia University with the opportunity to take stock of its own position. The time is indeed opportune; ten years ago there was scarcely any research at Loyola, and it was only beginning at Sir George Williams. So the exchanges about how best to develop the search for new avenues echo our experience; we will comment on research in Québec in the light of that experience.

It is a pleasure to reply to the Minister's invitation regarding a Green Paper that continually underlines the importance of research and its contribution both to the economy and to less quantifiable aspects of the quality of life.

Yet more generally, Concordia has trouble identifying with the situation set out in the Green Paper; There is no reason, of course, to assume that its authors were aware of our particular situation. While we will bring out the facts that in our experience appear most significant, especially those we feel should be brought to the attention of the Minister, we must also state at the outset that two aspects disturb us as a Québec institution where English is the language of normal usage.

1. References to "our needs and aspirations" do not seem to relate to the needs and aspirations of Quebecers as a whole.

2. The exclusive concern for an employment policy for highly qualified Francophones would seem to throw

doubts on the seriousness of a government which, having reviewed the background of its civil servants, declares its intention to foster recruitment from the minorities.

2. The Definition of Research

Research has developed at Concordia over the past ten years on a highly selective basis—in line with the development of graduate programmes. And we have believed it essential from the beginning to use a rather rigid definition of what research is. We prefer to see research as the kind of intellectual activity at which only a limited number of professors can excel rather than to modify that definition to allow every professor to be considered automatically a researcher, and so make everyone happy. Research is not just the collection and analysis of data; nor is it the pondering and reflection natural to any intellectual.

Research is a creative activity. The researcher sets out with curiosity, energy and imagination to find answers to questions. Or rather he is often more concerned with finding the right questions to answer than with answering questions that others—at times less qualified—have already posed. The researcher, always working on that indefinite frontier that separates knowledge from ignorance, comes up with answers that his fellows will want to study.

From time to time also, the true researcher becomes a discoverer, and what he discovers is brand new and has nothing in common with the illumination that can result from scholarly jogging round existing tracks.

The support and direction of such researchers is a very delicate job. The researcher delights in research, and will make sacrifices to be able to pursue his vocation. Usually, too, he has a well-developed—and well-merited—sense of his own worth. (Notably, he will accept being judged only by other men of learning.) He belongs to an elite, and he knows it. He is often relatively unattached to his particular institution, and for good reason: he can always obtain job offers elsewhere.

His loyalty to a particular academic community depends then on the quality of both the research climate and the available equipment. He naturally becomes indignant with communities that claim to be scientific but do not share his over-riding dedication to the work of research.

Planning research is not the same thing as organizing manpower, however well qualified, particularly

since research, once the plans are made, is expected to become more, not less productive. Our experience shows that researchers allow themselves to be directed only by other researchers. So the state should have no illusions about what its money can buy. It is easy enough to purchase or subsidize a steel-works or to foster the manufacture of books; it is easy too, to purchase research reports in quantity. But it is a lot more difficult to build a profitable steel industry, or to aid in the creation of a great novel, or to foster the development of research communities.

Certainly, research planning is needed to finance important specialized installations and to limit costly duplication. But planning to excess will put an end to healthy rivalry and so weaken the university network, while planning aimed at controlling the researchers personally will have a detrimental effect. For instance, subsidizing mediocre researchers will not keep them contented for long, given that they are expected to perform beyond their capabilities, and will discourage good researchers, who find themselves treated on the same footing as people whose work does not enjoy the respect of the scientific community.

3. The Role of the Universities

We believe that the university must be at the heart of any effort to develop research, and for a number of reasons.

1. Though one may try to define research, definitions are generally less important than models. Most researchers will say that they, personally, were inspired by seeing great researchers at work, even by working beside them, not by reading a definition or a political statement, however stirring. It is in the universities that researchers who can serve as models are most numerous.

2. In the immediate future the Québec priority must be to arouse the will to enter research. Under-developed in the formation of highly qualified manpower, Québec is still not advanced in the development of researchers of international status. (We can say these things frankly because we believe that, where research is concerned, the emerging situation of Concordia within the Quebec university network parallels that of Québec itself, within North America.) So the challenge is essentially one for the universities. How can they arouse the desire to enter research? How can they train better researchers? How can they

nourish, shape and direct this curiosity through graduate studies? Students will take to research to the extent that their instructors are, themselves, active in it.

3. We can also see an advantage for the researcher in the teaching relationship of researcher and graduate student. A researcher never stops learning, and so needs continuous contact with other researchers, and working with researchers in training can be profitable. Youth has imagination, idealism and a freshness in the posing of questions; and such qualities have their relevance for creativity and the maintenance of the right climate for research. There are, too, more tangible aspects. Research should be able to benefit from unexpected opportunities that may occur along the road, but to follow through calls for time and personnel. Teams that include researchers in training, who can be quite brilliant, may have acquired teaching responsibilities but have also reinforced their ability to take advantage of opportunities.

4. In any case, apart from a few exceptions, it is the universities that contain in Québec today, the highest concentration of researchers, the most successful teams and the largest number of emerging units. It makes sense to build on existing foundations. Before you can develop a policy for science, you need a scientific culture that works, that is to say a number of scientific communities that have mutual esteem, cooperate and can effectively evaluate one another. The first aim of a science policy must be to support such a culture. Any university worthy of the name will always be at the heart of that culture; and it is through the university that it will renew, extend and take stock of itself.

4. The Universities and Applied Research

While sharing the concern of the Green Paper for basic research, we think it would be unwise to ask universities to reduce their concern for applied research.

1. Consider first the cost of equipment; training researchers eats up capital budgets. To remain of top quality, allowing the researchers to work on the frontiers of knowledge, equipment must be kept up to date. Yet one cannot seriously claim that equipment of such quality should be available in several locations. (A great deal of money has to be spent before Québec has a network of university libraries that truly serve the needs of research. Regrettably, this need is often

research green paper

overlooked.) We believe, sincerely, that such investment at our university should serve the entire scientific community. This general statement of principle does allow for special cases; it is possible that a particular task calls for a new installation and the scientists themselves realize that it should not be located on a university campus. It is only necessary then to ensure freedom of access for researchers from the universities.

2. Contracts in applied research make possible the creation and support of infrastructures serving both research and teaching that could not be financed through regular university budgets. (This is especially the case when operating budgets are very tight.) There is a delicate balance to be maintained here; even though the activity resulting from such contracts cannot always be classified as research of the highest calibre, important new avenues may open up when the work is carried out in a university.

3. The multiplication of research centres can create barriers. It is wiser to devote resources to allowing the universities to remain open to applied problems, to helping them serve more numerous and more varied clientèles.

4. It is healthy for both professors and students to have contact with practical problems. Elsewhere we explain why it is important that researchers share in the development of research priorities; here we emphasize that they have to remain sensitive to the actual needs of Québec.

5. Too often in Québec well-qualified people think that only a university career is worthy of their education. Bringing students into contact with the immediate research problems of the community should open their eyes to other types of employment.

6. It is well-known that applied research truly flourishes only in scientific communities that have respect for basic research.

Admittedly, bridge-building between the universities and industry is no easy task, nor is assuring an adequate traffic over the bridges that do exist. The universities have their bridge-closing tendencies. But they can be flexible—we would cite Concordia as an example—and can diversify the elements in a professor's workload or include a period in industry as part of a career pattern.

5. The Role of Government

Having set down what we see as the true nature of research, we turn now to our concept of the requirements for

effective government action. There is of course the question of the size of the research budget. Government has to decide the proportion of its revenues it can devote to research, and this can be politically delicate; regrettably, public opinion is not fully convinced of the advantage that will accrue from generosity.

In this regard, government must show leadership, and we will do our best to support it. Such leadership, however, depends above all on the existence of a spokesman who understands the nature and needs of research; it does not require the creation of new administrative structures or convoluted organization charts.

Next comes the distribution of the funds devoted to research; here, too, government has a clear responsibility. The problem is to determine where the government should seek advice before taking decisions. The Green Paper envisages a structure headed by an entirely civil service group, and this appears to us far too ponderous. We believe that it would be much sounder to include a role of the researchers, themselves, at this level.

Not, of course, those directly involved, but the job of arbitration requires arbitrators who come from the community that is being supported; what is needed is the judgment of established researchers whose careers guarantee their ability and disinterest.

We would emphasize that government has to operate at two levels, working with a keen sense of the competitive context. At one level, it must assure the support needed by the best brains—by those researchers who will really advance knowledge in the sector in which they are engaged, who can become models and arouse emulation in their communities. Clearly it is not possible to support every promising researcher in every sector; the location of research has to be planned, even while the government looks after the material and intellectual foundation of the scientific culture as a whole.

At another level, while remaining aware of the next fifty years, it has to plan for the next five years, define the priority themes and support particular undertakings. And it should avoid building a new greenhouse every time it has need of a begonia.

Once the priorities have been set, and the budget distributed, what really matters is the process of peer evaluation. Quality depends on it,

and no priority is urgent enough to justify skimping on it. Just because funding is tight and priorities do matter, it has to be a first class job and that requires professionalism.

We know of cases of botched up peer evaluation—due in particular to conflict of interest—but this disturbs us less than proposals we have heard in circles opposed to the system. Not only is it right in principle; our actual experience affirms its value. And we would wish to pay homage to our peers in the Québec majority; during a decade that emphasized the development of Francophone research, most of our own projects were successful, even though we received no money labelled 'rattrapage'.

The Green Paper wisely emphasizes the problem of scale; six million taxpayers cannot do everything. Choices have to be made. And for various reasons they will be difficult to make. Some people may see the question essentially within a Québec context, but they have to realize that researchers here will often belong—collectively and intellectually—to a much wider scientific community. They have Canadian colleagues and foreign colleagues.

There is a particular research language or idiom, using this concept to denote the scientific context, not the language that happens to be spoken. Researchers maintain an intellectual membership that spreads far beyond the framework within which the authors of the Green Paper would seem to want to restrict them. For many, to devise a research policy based entirely on the role of the Québec government amounts to dismantling the essential cultural universe.

Even those who would like to see the Québec government exercise exclusive authority in this area must admit that there are serious problems. How do you get researchers who have most of their contacts in much more populous societies outside Québec, to think within the Québec context? In fact, the challenge could well be to adapt models of excellence that work in societies three, or one hundred, times as large. And if one seeks inspiration in the science policy of a country like Sweden or Poland, one should remember that these countries have a long-established scientific culture.

Fostering research in Québec requires an intelligent balance: the definition of our own priorities combined with the assurance of work at a truly international level. Government defines

the priorities, peer evaluation assures the quality. In other words, government has to set its research policy and then promise not to act politically.

To use the scholarly community for the pursuit of political purposes would give rise to forms of interference that would only be harmful to the quality of research in Québec and so damage the interest of the society it is supposed to serve.

The particular challenge now facing Québec emerges more clearly if one adds to the creative role of research, whether pure or applied, the uses Québec might make of research conducted elsewhere, the adaptation of knowledge acquired in other countries to the development of Québec expertise. This would call for training periods outside Québec and the fruitful assignment of well-qualified personnel to the varied tasks of adoption.

6. The Role of the English-speaking

Naturally, the situation of the English-speaking minority is the problem closest to us. We assume that government expects from us a vigorous contribution and that it does not intend to reduce us to a vestigial condition. Aware of the linguistic disorders that can affect industry, we are determined to be among those who find solutions rather than those who give rise to problems.

We believe that the language we use is a credit, not a liability for Québec. We can recruit the researchers we need from a vast area, in itself a guarantee of quality. Yet it is important that the obstacles to such a recruitment not increase, and clearly it is a handicap that people we bring from outside are now not allowed to choose the language of instruction for their children.

We believe that research personnel should receive special treatment in this regard. Further, our researchers being used to work in English, may well be more attached to the research community at the university than to Québec as such, and so would not hesitate to move out of Québec if that would improve their situation. Some may shake their heads at this; for us it is a strength.

Mobility is a trait common to all good researchers concerned with the quality of their working conditions. And these realities of the market place tell us who are the really productive researchers, since their work is appreciated by their peers, and who are



Music therapist Annette Reiner with a patient suffering from "organic brain syndrome" (senility).

Music as therapy

By Louise Ratelle

A middle-aged stroke victim has trouble coping with her disabilities in a healthy society. An elderly man feigns deafness in an attempt to retreat from a world that is busy pursuing youth. And a retarded 10-year-old has become withdrawn and moody because of his frustrations over his handicap.

Annette Reiner has a way to reach all these people and others like them—without words. Her unique approach to communication—music therapy—is the result of extensive musical training at the Cleveland Institute of Music and the Toronto Conservatory of Music, and studies at two American universities, Case Western Reserve and Cleveland State.

Reiner's approach is deceptively simple, using everyday methods to achieve extraordinary results.

"The socializing aspect is an important factor," says Reiner. "Old familiar songs, the ones to which the participants know the words, are played. These songs evoke old memories, and arouse a desire to 'come back' to reality."

The physical body also benefits. Exercises and sing-alongs help to promote better breathing and improved physical health, which in turn stimulate mental activity.

"The music helps to provide body awareness and co-ordination in the mentally handicapped," Reiner explains. "The physical accomplishments engender pride in performance, and then they learn better in other areas as well."

Reiner will be conducting two courses in her second year at Concordia. "Music for the Elderly," on Tuesday evenings, is open to professionals in the field of gerontology and related areas, and to interested students. The second course, a general introduction to music therapy, on Thursdays, is open to anyone interested in this discipline. Both will be held on the Sir George Williams campus.

Since enrolment for the courses is limited, interested students and professors should contact the music section office at 482-0320, ext. 614, to register as soon as possible.

refuseniks *Cont. from pg. 3*

dismissed, not been able to obtain other positions, were picked up by the police, charged with parasitism and sent to Siberia."

Nor are children spared, continues Butovsky.

"Somehow or other, word gets around that the parents have applied for exit visas, and the kids are harassed at school"

In addition to making families, or parts of families wait for four, five or six years for a visa, the government will often simply deny a request.

A potential emigré must have the consent of his or her parents to leave the country.

"This causes difficulties, because there are parents who don't see eye-to-eye with the children's will to emigrate and they refuse, even though the 'child' may be 30 or 40 years old."

Another way the state can refuse or defer indefinitely the granting of a visa is in the case of males who have served in the military. These people are generally told that because of military service (which is compulsory), they now know military secrets and must stay in the country for another five years "until those secrets pass into the public domain."

"We were told of one person who had served in the army band for two years, and yet the visa was withheld on the grounds of military secrets!"

The illness of Brezhnev is credited by the refuseniks as accounting for the recent upsurge in the number of applications, says Butovsky.

"Some of the refuseniks hold the view that détente, and Jewish immigration as part of détente, are largely the politics of Brezhnev. So they're very concerned; not out of any emotional sympathy, rather they're afraid what may happen after his demise."

"We're told by a very intelligent and highly educated refusenik that there is internal conflict within the Politburo. It's not nearly as homogenous as we would imagine."

"One very strong wing, the emerging wing, is composed of the young Russian nationalists whose very distinct view of Jewish society within Russia would lead them to seek the

total emigration of Jews in the Soviet Union.

"Another group of nationalists, however, sees Jewish emigration as a danger, insofar as it affects the aspirations of other national or religious groups. There is a good deal of disturbance in the Ukraine and in the Georgian areas of groups who point out that they should have the same rights (to emigrate) as the Jews do. So there's a sense that it all must be stopped before it gets out of hand."

Although these and other circumstances, such as the 1980 Olympics and the SALT talks, have led to an increase in applications, Butovsky's sources claimed there was no accompanying increase in visas, thus leading to a tremendous backlog and even more waiting.

"Again," says Butovsky, "it's only conjecture, because you hear different stories from different people."

Butovsky heard stories from refuseniks in six cities - Moscow, Leningrad, Kiev, Kishinev, Czernowitz and Vinnitza - and the information did not always coincide because, as he pointed out, "there is no central place for refuseniks" and no way for information to travel between cities.

The men and women he and his wife met were willing to talk about their lives, their way of life, and their circumstances. They had, as had Solovyov, used up their quota of fear and were outspoken in their criticisms.

"And they conduct their lives as openly as possible," says Butovsky. "In almost all cases, these people are visited regularly by the KGB."

The experience for Butovsky, himself a Jew with Russian ancestry, was a moving and, at times, a difficult one.

"There's this recognition of yourself as a tourist who is just passing through. And for all the empathy you want to exude, there's a limit to what you can do. The result is a strong feeling of guilt, and that's the emotional cloud that hangs over your head for the whole time."

"But on the other hand, being there seems to be one avenue of bringing comfort to those people, informing them that another world exists outside."

Awards for Creative Work in the Arts

20 awards of a certificate and \$200.

Categories: — dance — film — music — photography — play writing — poetry — prose — sound — television — theatre — visual arts.

All students enrolled in an undergraduate program, full-time or part-time, are eligible. Watch for information about dates, forms and conditions.

David Bolduc: Canadian wunderkind painter

By Beverley Smith

David Bolduc, a Toronto painter lauded as a *Wunderkind* among Canadian artists, will be featured in his first solo travelling exhibition, opening soon at Concordia.

The exhibition of Bolduc's work will be held in the Concordia galleries, on the mezzanine level of the Hall Building, from September 13 to October 2. This exhibition marks the opening of the gallery's fall showings.

Commenting on the importance of Bolduc, Sandra Paikowsky, assistant professor of art history and guest curator for the exhibition says: "Bolduc is simply one of the best Canadian painters around."

Only 33 years old, Bolduc has made a considerable impact in art circles with his prodigious output of abstract paintings.

A native of Toronto, Bolduc studied at the Ontario College of Art and spent a year at the Montreal Museum of Fine Arts School of Art and Design.

He has had solo exhibitions in such prestigious galleries as Toronto's Carmen Lamanna Gallery and David Mirvish Gallery, as well as in Mon-

tréal's Marlborough Godard Gallery. In addition, his work is extremely well known in the United States and Europe.

The Concordia exhibition will feature a selection of Bolduc's works from 1975 to the present: 16 acrylic works on canvas, 3 on paper and 3 prints.

These works have been donated for the exhibition by private collectors in Ontario and Quebec, the art bank and the Art Gallery of Ontario.

They illustrate Bolduc's investigations in colour field painting, his concern for the central image and the play of tension between centre and edge and epitomize Bolduc's statement that "painting is pure self-indulgence."

The Concordia exhibition aims to bring Bolduc's work to the attention of a wider Canadian public. An illustrated catalogue featuring an analysis of Bolduc's painting methods and imagery and his position in Canadian art will be available to the public.

Gallery hours are 11 a.m. to 9 p.m. Monday through Friday, and 11 a.m. to 5 p.m. Saturdays.

Green Paper *Cont. from pg. 5*

dependent on themselves for what appreciation they receive.

As an educational establishment where English is the usual language, we have learned to work with French associates in industry, government and other universities. We maintain without hesitation that our "Englishness" is a trump card for Québec, but one that appears in some danger of losing its efficacy.

7. Conclusion

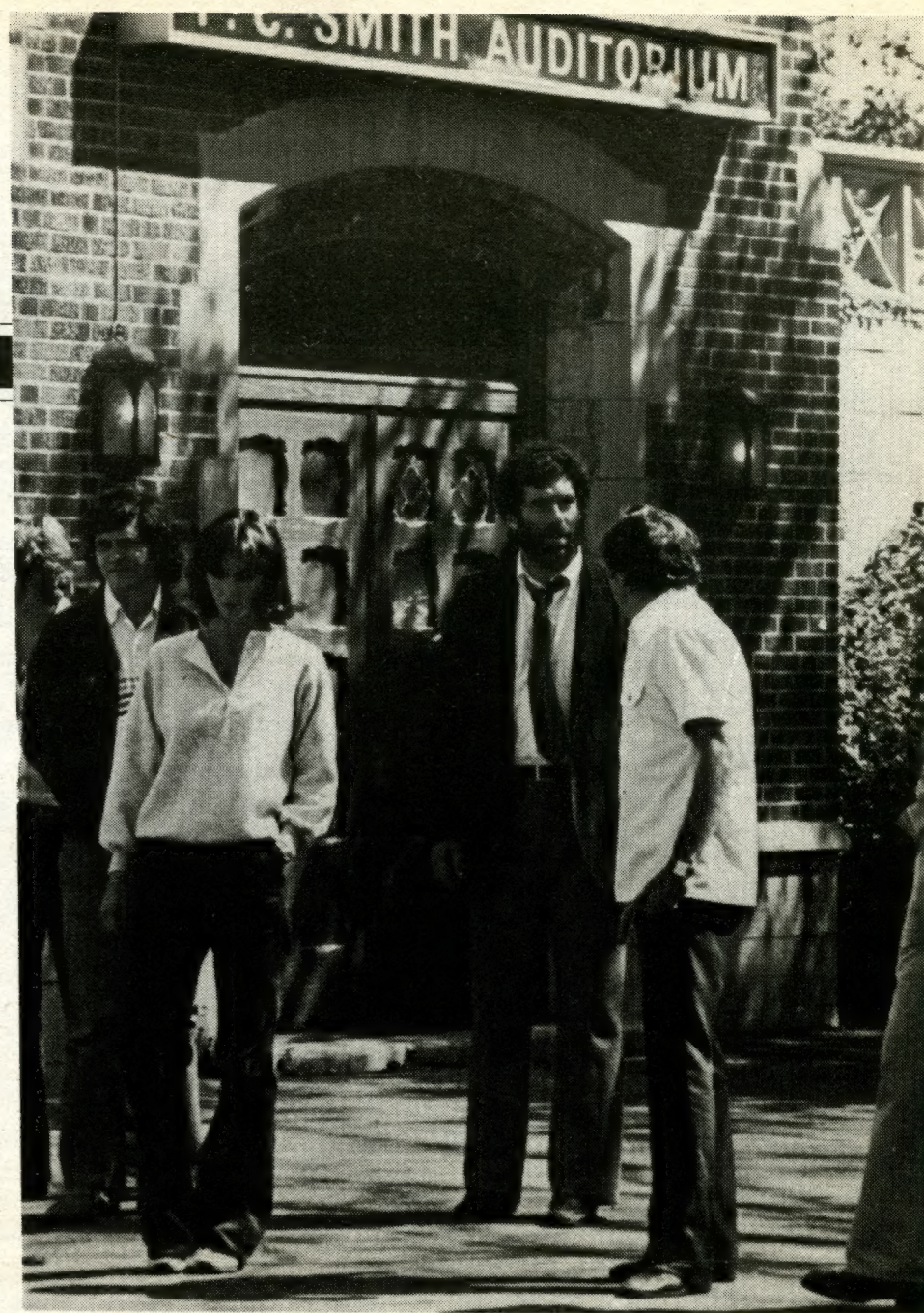
We do not believe it is difficult to become a researcher at Concordia. If it is, it is because our faculty continues to have the heaviest workload in Québec. Still, our definition of faculty workload has always recognized the research vocation of some professors, and so has modified the teaching requirement.

Our master's and doctoral programmes have been developed gradually, following careful selection confirmed by rigorous outside

evaluation. (Almost all our graduate-level programmes have been introduced since the creation of the *Comité conjoint des programmes*.)

Our research grants have grown slowly, reflecting the rhythm we ourselves have set. The evaluation by colleagues from both inside and outside Québec has enable us to expand our activity even though we have never been part of the "establishment." Many of our departments are or contain research units.

Our experience tells us that our structure and our policies are flexible enough to adapt to research requirements and above all to foster the contribution to Québec that our means allow. Our experience makes clear to us, too, that we cannot share those hopes the Green Paper so enthusiastically places on the creation of new structures, and especially on the establishment of new research institutes.



Does the bearded man look familiar? That's right, it's none other than Elliot Gould. Gould and actress Kate Jackson are no doubt running away from some dastardly villain on the Loyola Campus in the thriller *Dirty Tricks*.

CONCORDIA UNIVERSITY



Appointment of the Dean of the Faculty of Fine Arts

The Faculty of Fine Arts grants the following degrees: BFA; MA; (Art Ed.); MFA; and PhD (Art Ed.). Its disciplines include: studio art; art education; art history; cinema; theatre arts; music; and dance. In 1978-79 it had an enrollment of 1,000 full-time students and 900 part-time students.

The appointment, effective June 1, 1980, is for a five-year term in the first instance. The present Dean is not seeking reappointment.

Fluency in French is highly desirable.

Applications or nominations, with biographical information, should be sent by October 15, 1979 to the Chairman of the Advisory Search Committee, Professor Jack Bordan, Vice-Rector, Academic, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8.

Appointment of a Vice-Rector, Academic

The Vice-Rector will be responsible for three Faculties: Commerce and Administration, Engineering, and Fine Arts. (There is another Vice-Rector for the Faculty of Arts and Science.) The appointment, effective June 1, 1980, is for a five-year term in the first instance. The present Vice-Rector is not seeking reappointment.

Ability to conduct university affairs in French, notably in relations with government and other universities, is a requirement of the position.

Applications or nominations, with biographical information, should be sent by October 15, 1979 to the Chairman of the Advisory Search Committee: Dr. John W. O'Brien, Rector and Vice-Chancellor, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8.

The Thursday Report is published weekly during the fall/winter session by the Public Relations Office, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M8. Circulation for this issue: 8,000 copies.

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EVENTS

Thursday 6

NEW STUDENTS ADVISORY COUNCIL: The Loyola campus Dean of Students Office and CUSA are jointly sponsoring a series of orientation workshops for new students, to cover such topics as the undergraduate calendar, exams, where to go for help, and more. The sessions will be repeated, and run on both campuses: in the Campus Centre Conference Rooms on the Loyola campus and in Room 601 of the Hall Building at SGW. For a complete list of sessions and descriptions, call 482-0320, ext. 346, or visit the Dean of Students Office (AD-135) on the Loyola campus. Today: "Your support system," from 1:30 to 3:30 p.m. Also, "We do it all for you" at the same time. From 7 to 9 p.m., "How to make sense of the undergraduate calendar."

Friday 7

NEW STUDENTS ADVISORY COUNCIL: See Thursday 6 for details. Today: "Marks, exams and International Students" and "Before, between and after class," from 10 a.m. to noon. From 1:30 to 3:30 p.m., "International Students in a new land: Quebec."

Monday 10

NEW STUDENTS ADVISORY COUNCIL: See Thursday 6 for details. Today: from 10 a.m. to noon, "Before, between and after class." From 7 to 9 p.m., "I'm late, I'm late." **CONSERVATORY OF CINEMATOGRAPHIC ART:** *Napoleon* (1st part) (Abel Gance, 1927) with Albert Dieudonné, Harry Krimer, Van Daele and Antonin Artaud at 8:30 p.m. in H-110; \$1.

Tuesday 11

NEW STUDENTS ADVISORY CONCIL: See Thursday 6 for details. Today: From 10 a.m. to noon, "Wat's a CUSA?" From 7 to 9 p.m., "I'm late, I'm late." **CONSERVATORY OF CINEMATOGRAPHIC ART:** *Dishonored* (Joseph von Sternberg, 1931) with Marlene Dietrich, Victor McLaglen, Warner Oland and Gustav Von Seyffertitz at 8:30 p.m. in H-110; \$1.

Wednesday 12

NEW STUDENTS ADVISORY COUNCIL: See Thursday 6 for details. Today: From 10 a.m. to noon, "How to make sense of the undergraduate calendar." From 7 to 9 p.m., "I'm late, I'm late." **CONSERVATORY OF CINEMATOGRAPHIC ART:** *The General* (Buster Keaton, 1927) with Buster Keaton, Marion Mack, Charles Smith, Frank Barnes, and Glen Cavender at 8:30 p.m. in H-110; \$1

Thursday 13

NEW STUDENTS ADVISORY COUNCIL: See Thursday 6 for details. Today: From 7 to 9 p.m., "I'm late, I'm late." **CONSERVATORY OF CINEMATOGRAPHIC ART:** *Orphée* (Jean Cocteau, 1950) (English sub.) with Jean Marais, Marie Déa, François Périer and Maria Casarès at 7 p.m.; *Marnie* (Alfred Hitchcock, 1964) with Tippi Hedren, Sean Connery, Diane Baker, Louise Latham and Martin Gabel at 9 p.m. in H-110; \$1 each. **GALLERY ONE, GALLERY TWO and WEISSMAN GALLERY:** David Bolduc's work, until Oct. 2.

Friday 14

FACULTY OF ARTS & SCIENCE: Council meeting at 2:15 p.m. in AD-128, Loyola campus. **CONSERVATORY OF CINEMATOGRAPHIC ART:** *The Front Page* (Billy Wilder, 1974) with Jack Lemmon, Walter Matthau, Susan Sarandon and Vincent Gardenia at 7 p.m.; *Cleopatra* (Cecil B. De Mille, 1934) with Claudette Colbert, Warren William, Henry Wilcoxon and Gertrude Michael at 9 p.m. in H-110; \$1 each. **THEATRE:** *Dreams and Desires*; Prof. Ralph Allison's successful one-man mime and clown,

at 8 p.m. in the D.B. Clarke Theatre, SGW campus. Tickets are \$3 for general public, \$2 for students and senior citizens. Theatre box office 879-2842 or 879-4341.

NOTICES

CIRL 650 AM: Student radio at Loyola is currently accepting applications for positions at the station. No experience is necessary, but a keen interest in radio is. Pickup an application at 6931 Sherbrooke St. West, or call 488-4622. **CIRL** is offering a music service to the Concordia community. Tapes and cassettes are available for rental or purchase, and are tailor-made to your needs. Call 488-4622.

LOYOLA ENGLISH STUDENTS' ASSOCIATION: The LESA is interested in student applications for positions on its council. The tasks are both interesting and challenging. Please leave your name and telephone number with the secretary at CUSA's Loyola office (6931 Sherbrooke St. W.) or with the secretary at the Loyola Dean of Students Office (AD-135). Address your note to: LESA—student applications for positions on the council.

CONCORDIA ORCHESTRA: Experienced musicians for all instruments are being sought by the Concordia Orchestra for the 1979/80 season. Auditions will be held from 9 a.m. on Saturday, September 8 in RF-201, Loyola campus, and candidates should call 482-0320, ext. 614, for an appointment. Rehearsals are held Mondays from 7:45 to 10:15 p.m. in the Loyola Chapel, and will commence on September 10.

DEAN OF STUDENTS OFFICE (LOYOLA): The Dean of Students Office Music Department has a record library open 5 days a week from 10 a.m. to 4 p.m. Records are available to anyone with a Concordia University ID. A total of 3 records may be taken out for up to 14 days. For information, call Teddy Bringolf at 482-0320, ext. 349.

CANADA EMPLOYMENT CENTRE (LOYOLA): *Graduating students*—Campus recruiting has now begun, and Job Search Information sessions begin on September 11. *Undergraduates*—Part-time jobs are posted on the bulletin board at our office. If you are interested in one, please register with Louise in the Centennial Building, 3rd floor.

CONCORDIA GUIDANCE SERVICES: The Department is offering the following workshop and group programs commencing this month. Please register with the receptionist at WC-203 on the Loyola campus (482-0320, ext. 474) or in H-440 on the SGW campus (879-2879).

Registration is on a first-come, first-served basis for currently registered students only. *Job Search Workshops*—On the SGW campus on September 19 and 26, and October 3, from 1 to 4 p.m., and on the Loyola Campus on September 20, 27, and October 4, from 9:30 a.m. to 12:30 p.m. Participants should be able to attend all three sessions. *Career Planning Workshops*—On the SGW campus on October 10 and 17, from 1 to 4 p.m., and on the Loyola campus on October 11 and 18, from 9:30 a.m. to 12:30 p.m. *Communications Workshop*—A workshop in six sessions on Thursdays (October 4 to November 8 inclusive) from 2 to 4 p.m. *Assertiveness Training Workshops*—Pre-registration closes on September 26, for a six-session workshop to be held Wednesdays (October 3 to November 7 inclusive) from 9:30 to 11:30 a.m. at the SGW campus. *Reading Training and Study Skills*—Day and evening courses offered throughout the year on both campuses. *To Stop Procrastinating*—From 2 to 4 p.m. on October 16 and 6:30 to 8:30 p.m. on October 18 (SGW campus); from 10 a.m. to noon on October 24 on the Loyola campus. *Coping With Life Through Humour and Laughter*—On the SGW campus on October 23 (2 to 4 p.m.) and October 25 (6:30 to 8:30 p.m.). At Loyola on October 31 from 10 a.m. to noon. *Interpersonal Communications Skills Workshop*—On the SGW campus Thursdays (October 4 to November 8 inclusive) from 2 to 4 p.m. For more information or to register, call the Guidance office on your

campus.

SIMONE DE BEAUVOIR INSTITUTE: Two 5-week workshops intended primarily for women entering or returning to university after an extended leave of absence will be conducted by the Institute on reading, studying, using the library, writing essays and exams, and more. On the Loyola campus, sessions begin September 27 at 2:30 p.m. At the SGW campus, sessions are from September 18, at 8:30 p.m. For registration, call 482-0320, ext. 715, or drop into 7079 Terrebonne at Loyola, or call 879-8521 (2170 Bishop) at SGW.

CAMPUS CENTRE OPERATING HOURS: The Campus Centre Pub will be open for the fall 1979 term on Mondays and Tuesdays from 3 p.m. to midnight; on Wednesdays from 11:30 to 1 a.m.; on Thursdays and Fridays from 3 p.m. to 2 a.m.; and on Saturdays from 8 p.m. to 2 a.m. The Oasis/Deli-Bar will operate weekdays only from 11:30 a.m. to 1:30 p.m. The Oasis Bar is open Tuesdays and Wednesdays from 8:30 p.m. to midnight, on Thursdays from 8:30 p.m. to 1 a.m., and on Fridays from 3 p.m. to 1 a.m. The Games Room is available on weekdays only from 10 a.m. to 10:30 p.m.

ROCK 'N ROLL PUB NIGHTS: Every Wednesday evening in the Campus Centre Pub, from September 12. Free.

DISCOS: Every Thursday at 9 p.m. and Fridays at 8 p.m. in the Campus Centre Pub. Concordia students: 75 cents; guests \$1.50.

STUDENTS' ASSOCIATIONS: All Concordia University Associations may use the bar facilities of the Campus Centre on a profit-sharing basis on Saturday evenings throughout the fall and winter sessions. For information, call 482-0320, ext. 330.

BOWLING LEAGUE: The Campus Centre is looking for new members for its bowling league, to play in teams of 4 every Monday night. Cost is approximately \$3 for 3 games. Interested persons should attend a general meeting on September 10 at 6 p.m. in Conference Rooms 1 and 2 of the Campus Centre.

GAMES CLUBS: Pool, ping pong, chess and backgammon clubs are being formed and will feature various competitions and tournaments. Sign up now at the Campus Centre Programme Office. For more info, contact Shelley Marshall at the Campus Centre or call 482-0320, ext. 330. **MINI-COURSES:** Mini-courses (non-credit) to be offered this fall at the Campus Centre will include self-defence for women, basic photography, guitar, yoga, creative dance and more. Call 482-0320, ext. 330 for complete information on these and other courses.

INTERNATIONAL STUDENTS: Renewal of Authorization—Any international students who Authorization expires before October 1979 should drop into the Dean of Students Office, AD-135, Loyola campus.

LACOLLE CENTRE: Anyone wishing to reserve the Lacolle Centre facilities *weekdays* during the Fall 1979 term should submit requests in writing to the Lacolle Office at least one month prior to the date required. Requests for *weekend* reservations during November and December should be made by Friday, September 14, 1979. Call 482-0320, ext. 344 or 494 for complete info.

LACOLLE COUNCIL: The Lacolle Centre for Educational Innovation invites applicants for one staff, three faculty and three student positions on the Council to begin in the fall of 1979. The 15-member Council is comprised of students, faculty and staff and acts as an advisory body in setting the general policies and directions of the Lacolle Centre. For complete information, interested candidates should call Marilyn Callan at 482-0320, ext. 344 or 494. Deadline for application is September 14, 1979.

OFFICE OF THE OMBUDSMAN: Any member of the Concordia University community (faculty, staff, administrator or student) is free to seek the services of the Ombudsman. Call 482-0320, ext. 257 or drop into AD-104 on the Loyola campus, or 879-4247 (2120 Bishop, Rm. 104) on the SGW campus.

THE QUEBEC YOUTH PARLIAMENT is holding their September conference on Saturday, September 15th, from 10:00 a.m. to 9:00 p.m. in the Erskine and American United Church at the corner of Sherbrooke St. W. and Ave. du Musée. Young people between the ages of 15 and 21 are invited to come and join in a discussion of the issues of today. For more information, call: Bob Peck (Premier) at 695-9244.

CLASSIFIEDS

FOR RENT: Upper and lower duplex, 7 1/2 rooms each. Heated, equipped, renovated. Located at Decarie and Sherbrooke, halfway between the two campuses on the 105, 102, 103 bus routes. Upper: \$375. Lower: \$400. Call 488-9806 or 486-8069, evenings; or Loreta at Loyola, local 706, days.

JOBS

LABORATORY INSTRUCTOR FOR BUILDING ENGINEERING PROGRAMS

The Centre for Building Studies seeks a fulltime laboratory instructor to maintain existing and set up new undergraduate and graduate course laboratory experiments in Building Science and Building Environment.

Qualifications: B.Eng. or M. Eng. in Mechanical Engineering

Salary: \$10,000 to \$14,000 annually, commensurate with experience and qualifications. Preference will be given to those candidates who wish to enrol in the Centre's M.Eng. (Building) or Ph.D. option in Building Engineering.

Interested candidates contact:

Dr. Paul Fazio

Centre for Building Studies.

SHUTTLE-BUS DEPARTURES

SGW

9:00 a.m.
10:00 a.m.
10:30 a.m.
11:00 a.m.
11:30 a.m.
12:00 noon
12:45 p.m.
1:00 p.m.
1:30 p.m.
2:00 p.m.
2:30 p.m.
3:00 p.m.
3:30 p.m.
4:00 p.m.
4:30 p.m.

Loyola

9:30 a.m.
10:30 a.m.
11:00 a.m.
11:30 a.m.
12:00 noon
12:45 p.m.
1:00 p.m.
1:30 p.m.
2:00 p.m.
2:30 p.m.
3:00 p.m.
3:30 p.m.
4:00 p.m.
4:30 p.m.
5:00 p.m.